

**AN ERROR ANALYSIS ON TRIPHTHONG SOUNDS PRONOUNCED BY
THE EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM UIN RADEN INTAN LAMPUNG IN THE
ACADEMIC YEAR 2020/2021**

A Thesis

Submitted as Partial Fulfillment of the Requirements for S-1 Degree

By:

ELIZA EKA PRATIWI

NPM. 1611040370



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021 M/1442 H**

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2021 M/1442 H**

ABSTRACT

Pronunciation is crucial to communicate with other people. As though when someone pronounced a word incorrectly, it could be a misunderstanding. This research is intended to analyze the students' error in pronouncing triphthong sounds. The objectives of this research: 1) to find out the types of error that pronounced by the students on English triphthong sounds and 2) to find out the causes of errors did by the students at the eighth semester of English Education Study Program UIN Raden Intan Lampung.

This research applied descriptive qualitative research. 17 students of F class at the eighth semester of English Education Study Program UIN Raden Intan Lampung were taken as the sample by using purposive sampling. The data were collected through documentation and questionnaire. To analyze it, this research used the theory of James about surface structure taxonomy to describe the students' error in pronouncing triphthong sounds and the theory of Brown about causes of error to know the causes of error did by the students.

The result of data analysis revealed that the most common error in pronouncing triphthong sounds was misformation with the total items was 120 or 84.51%, then omission with the total items was 20 or 14.9%, and the last there were addition with the total item was 1 or 0.70%, and misordering with the total items was 1 or 0.70%. Thus, the total of all errors was 142 items. There were two causes of error that made the students triphthong sounds incorrectly. They were interlingual transfer or negative influence of students' mother tongue, and intralingual transfer or incomplete the target language rules.

Keyword: *Error Analysis, Pronunciation, Triphthong.*

DECLARATION

Hereby, I State This Thesis Entitled “AN ERROR ANALYSIS ON TRIPHTHONG SOUNDS PRONOUNCED BY THE EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM UIN RADEN INTAN LAMPUNG IN THE ACADEMIC YEAR 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ فَإِذَا فَرَغْتَ
فَانصَبْ ۝٧

For indeed, with hardship will be ease. Indeed, with hardship will be ease. So when you have finished your duties, then stand up for worship. (QS. Asy-Syarh: 5-7)¹



¹*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Insyirah: 94, p.596.

DEDICATION

From the deepest place of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents: Mr. Rudiyanto and Mrs. Triatiniati who always pray for my life and success, give the good advice and motivation for me to study hard until now.
3. My beloved sister and brother: Nabilla Ana Tasya and Zaidan Atharis Khalif who always care about me and be my solace in my life.
4. My beloved friends who always support me to finish this thesis.
5. My beloved lecturers and Almamater State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Eliza Eka Pratiwi. She was born in Bulukarto, Pringsewu on February 15th, 1998. She is the first child out of three children of Mr. Rudiyanto and Mrs. Triatiniati. She has one sister and one brother which names are Nabilla Ana Tasya and Zaidan Atharis Khalif.

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ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “An Error Analysis on Triphthong Sounds Pronounced by the Eighth Semester Students in English Education Study Program UIN Raden Intan Lampung in the Academic Year 2020/2021” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

The researcher would like sincerely thank to the following people for their idea, times, guidances, support and many valuable things from various sides:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung.
3. Dr. M. Muhassin, M.Hum, as the advisor for his guidance, help and countless time given to the researcher to finish this thesis.
4. Septa Aryanika, M.Pd, as the Co-advisor who has always patiently guided, and given countless time for the researcher to finish this thesis as well.

5. Seniorika, M.Pd, the lecturer of Phonology subject at English Department of Raden Intan State Islamic University Lampung for being helpful during the research process and giving suggestion during the research.
6. All lecturers of English Department of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.
7. Her beloved friends Ola Ranjilita Dwi Purnama, Kristianingsih, Elis Fatmawati, Diah Ayu Reza Permata Sari, Tika Maryana, Rizka Aprilia, and Winda Febriyana Wati. Thank for your help and support in every condition.
8. Her best friends “Team” (Triop, April, Fita, Jejes, Hani, and Icus who always give support, accompany her to share a lots of happiness, sadness, cheerfulness that we share together. Thank for being nice friends.
9. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in Class G year 2016 for all sweet memories in 4 years we are together.
10. All of people who have completed the researcher’s life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 2021
The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem

On communication, humans require language for informing something. As we know that humans are social creature and someday they will ask for help from another one. Through language, humans can express their aims, ideas, and tell them what they feels. Sapir said that language is a purely human method of communicating thoughts, desires, and emotions employing system produced.² It means that language can make people interact and easy to communicate.

In Indonesia, English is one of subjects in the school. They are expected to understand and communicate well with people from other nations. Moreover, the students of English major, they will have choice to continue the study aboard or get a job out of their country. Yet, English is not their mother tongue and as a foreign language, the students become difficult to transfer their thoughts.

No matter what accent is used, the most important thing is pronunciation. If the pronunciation unclear, the listener will not understand what is being said. Justified by Harris in Suryatiningsih, pronunciation is sound system that consists of vowels and consonants, fall and rise of the voice, stress in word or

²Edward Sapir, *Language: An Introduction To The Study of Speech*, (New York: Harcourt, Brace, 1921), p.3.

sentence, and rhythm or intonation.³ The English learners sometimes make a mistake in these aspects. It gives the signal of speaker meaning to listener. Fall and rise of the voice to know what the real emotion or feeling of someone. The stress also important to know the speakers' meanings. Meanwhile, vowels and consonants also make the learners incorrect in their utterances.

Manner of pronouncing words must be considered. Pronunciation is crucial to communicate with others. As though we pronounce one word incorrectly, it can be a misunderstanding. Pronunciation consists of stress, intonation, segmental features such as vowel and consonant.⁴ The English students of university should know about the phonetic symbols to know the pronunciation of correct word or correct pronunciation. They also need to be able to read the phonetic symbols in the dictionary or other phonetics dictionary provided they want to find the pronunciation of correct words in that dictionary. Therefore, they are expected to be able to pronounce a word, sentence, and paragraph in English correctly.

For Indonesian, English is still used as a foreign language. It seems that they rarely use that language in daily communication and also limited temporal of

³Ninik Suryatiningsih, *A Study on the Students' Ability in Pronouncing Diphthongs at STKIP PGRI Pasuruan*, Vol.3, No. 2, (Jurnal Dimensi Pendidikan dan Pembelajaran, 2015), p.4.

⁴*Ibid*, p.4.

using its spoken form.⁵ Based on the researcher's experience during follow the course at English Education Study Program, many students still lack on pronunciation. When she was at the fifth semester, she got the phonology subject. At the class, she and her friends apparently made the error. Whereas, we already learned about pronunciation subject before. We pronounce the word "liar" is /lɪə(r)/, but the correct pronunciation is /laɪə(r)/. We deleted the triphthong sound become a single vowel and pronounced that word as the way we pronounced Bahasa Indonesia. Moreover at the end of lecture, only some students that got a good score such as A and B. Inevitably, a lot of students retake the phonology class because their score is insufficient. From this problem, the researcher became curious. Do the other students make an error in pronouncing English triphthong sounds?

The preliminary research has been carried out with some English education students at the eighth semester of UIN Raden Intan Lampung before conduct the research. By giving five words that contain the triphthongs, the errors in pronouncing English words were found after doing transcribed from their recordings. For example, the word "mower". The correct pronunciation is /'məʊə(r)/, but mostly they pronounced /mɔ:wə(r)/. The second word is "liar", and the correct pronunciation is /laɪə(r)/. But, mostly they pronounced /lɪə(r)/. Then, the word "hour". The correct pronunciation is /'aʊə(r)/, but mostly they pronounced /hɔ:(r)/. The fourth is "loyal", the correct pronunciation is /'lɔɪəl/.

⁵Mohammad Muhassin, et.al. *Phonological Interference of Madurese Towards English at the Eleventh Students of SMA Al Hikam Bangkalan East Java*, Vol. 11 (2) Jurnal Tadris Bahasa Inggris, (UIN Raden Intan Lampung, 2018), p.2.

But, mostly they pronounced /'ləɪəl/. The last, the students mostly still clear to pronounce that word. For the word “layer”, they were pronouncing /'leɪə(r)/. After that, the sentences containing some of those words such as “mower”, “liar”, “loyal” that the most mispronounced were given. When the students repeated those words in a sentence, they were still the same as pronunciation before which is /mɔ:wə(r)/, /lɪə(r)/ and /'ləɪəl/. In this case, the errors were assumed to be there. (see appendix 2)

In fact, many English Education students in UIN Raden Intan Lampung while in the class, when they presented the material, speak up, question and answer session, most of them are still wrong in pronouncing English words. Even though at the first semester they had learned about pronunciation subject which includes how to pronounce English words correctly.

The English Education students of university also taught to be English teachers in the future. They have to master all about English and the skills that exist in English. Besides books, the students definitely learn from their teacher. What the teacher says will be followed by students. Therefore, English teachers must correct in pronouncing English words. So the students also clear and not misinterpreted the word.

Learning about English as a foreign language is hard for Indonesian because English is not their mother tongue. Between English and Bahasa Indonesia also has a different system. Bahasa Indonesia is known as a consistent language, but English is an inconsistent language. Therefore, the learners get

confused when saying English words. In English, the word “good” should be pronounced /gʊd/ and in a word of Bahasa Indonesia, for example “tadi” still pronounced /tadi/, those sounds are the same.⁶

Based on some reasons above, this research would search more about pronunciation. Sometimes, a lot of English Education students mispronounced. Especially if there is a triphthong sound in a word, they would be wrong to pronounce it, which is changed to single vowel and pronounced that word as the way we pronounced Bahasa Indonesia. In this case, the error of pronounce triphthong sounds will be analyzed. Farooq and Mahmood elaborated that triphthong is a vowel sequence consisting of three vowel sounds.⁷

The subject of this research was eighth semester students of English Education Study Program UIN Raden Intan Lampung in the academic year of 2020/2021. The students at eighth semester of English Education Study Program UIN Raden Intan Lampung was chosen because of several reasons. First, this research was conducted where the researcher studies. Hence, this research can get more complete and specific data. Second, the subject of this research was eighth semester students of English Education Study Program UIN Raden Intan Lampung because they already learned about pronunciation subject at the first semester and phonology subject at the fifth semester. It

⁶Ifon Mulansari, Hasan Basri, Hastini. *The Analysis of The First Year Students' Errors in Pronouncing English Words* (Vol. 2 No. 3. e-Journal of English Language Teaching Society (ELTS), 2014).

⁷Mahwish Farooq & Asim Mahmood, *Identification of Triphthongs in Pakistani English*, Vol. 8, No. 1, (Canadian Center of Science and Education, 2017).

means that they have been studying for a long time. Based on the past experience of the researcher, even though we have studied English for a long time, error may occur when we pronounce English words.

There are previous related studies which are used as references. The first research from Fauzi on his journal “Error Analysis of Sundanese English Pronunciation on Fricatives Sound”. This research was aimed to find the errors made by Sundanese students of English Department in the year 2013 who already taken pronunciation class, in pronouncing fricative sounds. It used qualitative method, also analyzed the data through descriptive analyses technique. On the conclusion, error of omission and error of addition were found on vowels and consonants except the fricative sounds. While error of selection was occurred both on fricatives sound and the rest of sound. The researcher also found out that overgeneralization is one of causes why the Sundanese students made errors in their pronunciation.⁸

The second previous research from Rafael entitled “Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN”. In this research used descriptive qualitative research. Referring to the data analysis, the researcher counted that there are nine types of error pronunciation made by the sample. The first error was the sample substituted vowel /æ/ and six consonants /kj/, /tʃ/, /ʃ/, /ʒ/, and /dʒ/ to the Indonesian sounds. The second error, it was substituted several English

⁸Fakhri Fauzi, *Error Analysis of Sundanese English Pronunciation on Fricatives Sound*, Vol. XX No. 1, (English Letters Department Syarif Hidayatullah State Islamic University Jakarta, 2014).

vowels into Indonesian vowels. The third was word cognate's cases. The fourth was language interference. The fifth, samples was pronouncing the silent consonant /h/. The sixth error was omitting or deleting consonants which appeared at the end of several English words. The seventh was the sample pronounced /t/ the silent consonant in a "often" word. The eighth was adding /r/ consonant at word that does not required /r/. The last error was some samples seemed to generalize their pronunciation of past tense morpheme which is ended by /ed/ bound morpheme. Than, this research was founded that there were three causes of students' pronunciation error made. The first was interference errors, the second was intra lingual errors and the last was developmental error.⁹

The last relevant research by Riyani and Prayogo on their journal "An Analysis of Pronunciation Errors Made by Indonesian Singers in Malang in Singing English Songs". This research found that there were 506 pronunciation errors out of 2,569 words or (19.69%) made by the Indonesian singers in singing English songs. It was explained that there were three kinds of pronunciation errors. First, there were 226 errors or (44.66%) in consonant pronunciation made by the singers. Second, it also found that there were 186 (36.76%) vowel errors, and the last were 94 or (18.58%) diphthong errors. This research was expected to be able to help Indonesian singers in Malang to

⁹Agnes Maria Diana Rafael, *Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN* (Faculty of Education and Teacher Training Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, 2019).

improve their pronunciations, also to make this research as one of references in mastering the basic knowledge of phonology to the students and lecturers.¹⁰

Due to previous researches above, the similarity between previous researches and this research was analyzing the error on pronunciation. On the other hand, the difference between previous researches above and this research is in this research more focus on students' errors in pronouncing triphthong sounds based on surface structure taxonomy. Therefore, the name of title is **“An Error Analysis on Triphthong Sounds Pronounced by the Eighth Semester Students in English Education Study Program UIN Raden Intan Lampung in the Academic Year 2020/2021”**.

B. Identification of the Problem

From the background of the problem above, the problems were determined as follow:

1. The students get difficulties when they pronounced some English words.
2. The students made error in pronouncing English words containing triphthong sounds, then changed into single vowel.
3. The students have a habit in pronouncing English words consistently, same as their mother tongue.

¹⁰Ivana Okta Riyani and Johannes Ananto Prayogo, *An Analysis of Pronunciation Errors Made by Indonesian Singers in Malang in Singing English Songs* (State University of Malang, 2013).

C. Limitation of the Problem

The validity of the findings may be affected by certain limitation. The researcher limited the pronunciation features only on segmental especially triphthongs that are mispronounced by the eighth semester students of English Education of UIN Raden Intan Lampung. For all triphthongs are /eɪə, aɪə, ɔɪə, əʊə, aʊə/.

D. Formulation of the Problem

The answer of problems above will be sought to the following questions:

1. What are the types of error that pronounced by the students on English triphthong sounds?
2. What are the causes of students' errors in pronouncing English triphthong sounds?

E. Objective of the Research

Based on the reason above, the objectives of this research are:

1. To find out the types of error that pronounced by the students on English triphthong sounds.
2. To find out the causes of errors did by the students at the eighth semester of English Education Study Program UIN Raden Intan Lampung.

F. Use of the Research

1. For the students

- a. Remind the phonology subject to the students so that they can learn from their errors also reduce their mispronunciation.
- b. Improve the students' pronunciation skills and develop an understanding about pronunciation.

2. For the further researchers

This research can be beneficial and useful as one of references for other researchers with similar theme in different topic.

G. Scope of the Research

1. Subject of the Research

The subject of this research was the students at the eighth semester of English Education Study Program UIN Raden Intan Lampung.

2. Object of the Research

The object of this research was the students' error in pronouncing triphthong sounds at the eighth semester of English Education Study Program UIN Raden Intan Lampung.

3. Time of the Research

The research was conducted to the students at the eighth semester in the academic year of 2020/2021.

4. Place of the Research

The place of this research was at English Education Study Program UIN Raden Intan Lampung.



CHAPTER II LITERATURE REVIEW

A. Concept of Pronunciation

The information collected through communication. Communication brings people closer to each other. Transferring information can be hampered due to inaccurate intonation, spelling, or stress. The listener will more easily understand the ideas speaker is trying to convey, provided that pronunciation is clear or good. People who have good pronunciation will make it easier for themselves to communicate by understanding and using the language. Brown explained that English pronunciation has very important characteristics. There are intonation, stress, and rhythm to convey intentions. Pronouncing the words correctly and clearly is the most important part of communication.¹¹ Misunderstanding of communication between the speaker and the listener often happened. To avoid it, a good speaker must be correct and clear if pronouncing the English words.

Commonly, the way to produce the sound or a matter of action in utterance through appropriate manner is called pronunciation. It includes of standardized sounds made by the flow of air passing through the articulation organ. Each sound has a different melody, because it is produced in certain places. The airstream that is used in speech can invent from a different location, yet the lungs are the initiators. The digestive and respiratory tract the produce words

¹¹H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (San Fransisco: San Fransisco State University, 1994), p.271.

as the brain instructs them. As the example, tongue and air glides from the lungs are significant in a speech sound production. In pronunciation, the articulators that play a role in producing sound are larynx, windpipe, vocal cord, uvula, nasal cavity, and it can be seen in Figure 1.¹² Those articulators have the different functions to produce the different sounds.

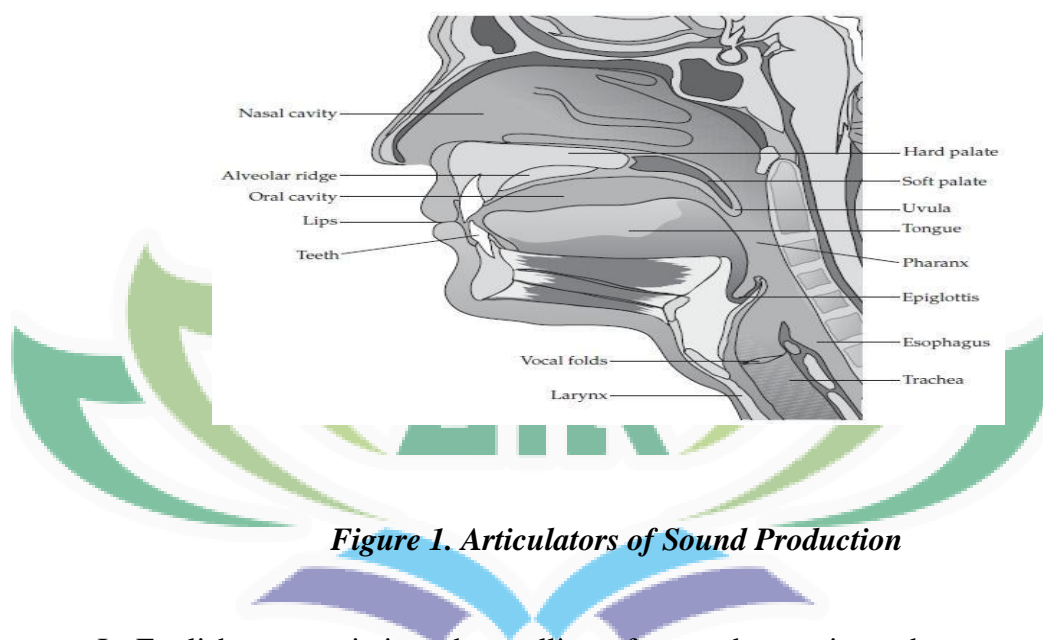


Figure 1. Articulators of Sound Production

In English pronunciation, the spelling of a word sometimes does not really tell how to pronounce it. Thus, the cornerstone of learning English is pronunciation. According to Carrel and Tiffany, pronunciation is the sound choices used in forming words. Study pronunciation is crucial since we produce the words then reflect its meaning. The different manner in

¹²Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistic (4th ed)* (New York: Routledge, 2015). p. 30.

pronouncing English sounds will cause a different meaning.¹³ As stated by Fachrurrazy in Suryatiningsih, pronunciation provides the study of sounds that consist of intonation, rhythm, stress, and syllable. The definition of pronunciation also to produce the sounds or as the way of sounds. The speaker needs to master in pronouncing the English sounds so that the listener does not misunderstanding.¹⁴ Hence, the listeners can understand what the speaker says. Justified by Crystal, pronunciation has two important points of view, namely the phonetic and the phonology.¹⁵

1. Phonetics

Phonetic is the knowledge of the human manner in deliver, accept, and produce speech sounds. It has three main branches,

- 1) Articulatory phonetic is the knowledge of how vocal organs make speech sounds.
- 2) Acoustic phonetic is the knowledge of physical nature of speech.
- 3) Auditory phonetic is the knowledge of how people comprehend speech sounds.

2. Phonology

Phonology is one of linguistic branches which study about the sound system of language. Different from phonetic that discuss about all the

¹³Carrel, J., and Tiffany, W.R., *Phonetics: Theory and Application to Speech Improvement* (New York: Mc. Graw-Hill Book Company, 1960), p.4.

¹⁴Ninik Suryatiningsih, *A Study on the Students' Ability in Pronouncing Diphthongs at STKIP PGRI Pasuruan*, Vol.3, No.2 (Jurnal Dimensi Pendidikan dan Pembelajaran, 2015), p.3.

¹⁵David Crystal, *The Cambridge Encyclopedia of the English Language* (London: Cambridge University Press, 2004), p.236.

human vocal, phonology only distinguish the sound which produces the different meaning of language. When we are being a good listener, we will hear the differences about how people speak with their own way.

Referring to explanation above, it can be concluded that pronunciation is the sound production in forming a word or sentence. Good communication occurs between the speaker and the listener provided that their pronunciation can be understood by each other. There are two important points in pronunciation. The first is phonology which organizes the human way in deliver, accept, and produce speech sounds. Then, the second is phonology that study about the sound system of language.

B. The Elements of Pronunciation

Pronunciation also has the main features: segmental features include phoneme, and suprasegmental features that consist of intonation, stress and connected speech.

1. Segmental Features

Each individual has the difference within producing the sounds. Different sound in language is called segmental features or phonemes.¹⁶ Roach divided into two categories of phonemes: vowels (English short vowels, English long vowels, diphthongs, triphthongs) and consonants.¹⁷

¹⁶*Ibid*, p.236.

¹⁷Peter Roach, *English Phonetics and Phonology: A Practical Course* (United Kingdom: Cambridge University Press, 2009), p.10-29.

a. Vowels

Vowels are the sound production using the lips and the tongue when airstream out and modify the shapes of mouth. It can be located at the beginning of word, middle, and end. Vowels are divided accord lip shapes or lip positions, including:

- 1) Rounded, where the lips are pushed forward as [u] sound.
- 2) Spread, as the people make a smile and the lip corners moved away in different direction as [i] sound.
- 3) Neutral, where the lips do not look fused or spread. As English people said [r].

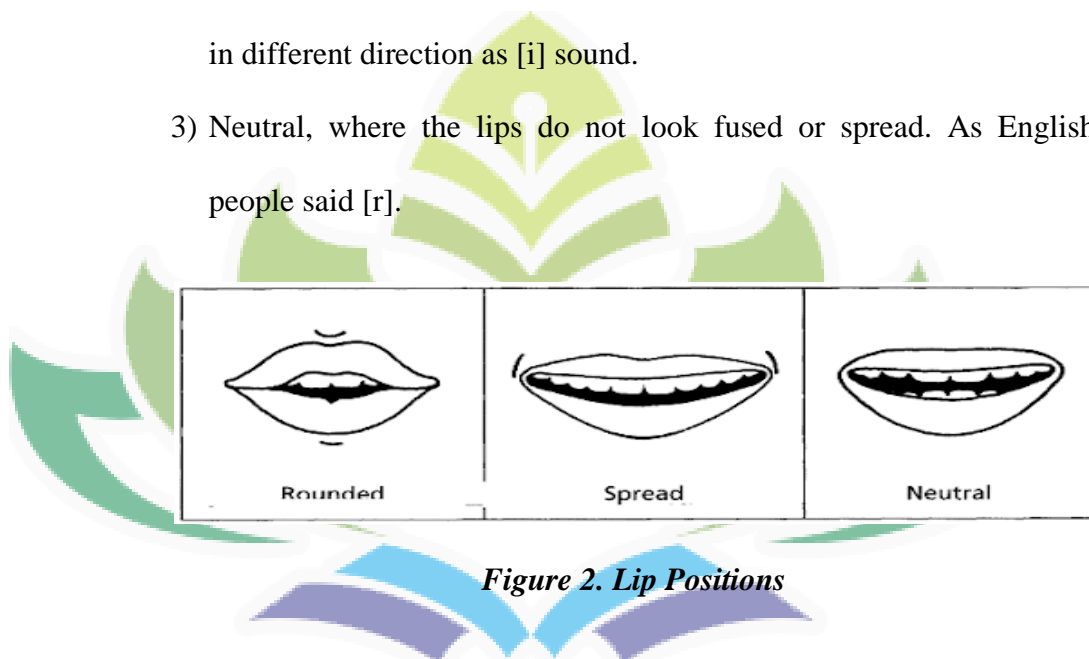


Figure 2. Lip Positions

Using that principles above, there are some of English vowels:

1) English short vowels

English has a large number of vowel sounds, the first one to be approved are short vowels. The symbols of short vowels are /ɪ, e, æ, ʌ, ɒ, ʊ, ə/. These symbols are produced by short sounds.

2) English long vowels

English long vowels are longer than short vowels. These have different symbols from short vowels, the symbols are /i:/, e:/, a:/, ɔ:/, u:/.

3) Diphthongs

Diphthongs are a movement of sounds from single vowel to another single vowel. The total of diphthong sounds is eight; /ɪə, eə, ʊə, eʊ, aʊ, eɪ, aɪ, ɔɪ/.

4) Triphthongs

Triphthongs are one of vowel types which has the most complex sounds. Those consist of three vowel sounds that glide together. They can be rarely pronounced, and really difficult to recognize. These symbols are /eɪə, aɪə, ɔɪə, eʊə, aʊə/.

b. Consonants

Consonants are classed as different ways of articulation. There are 24 kinds of consonants such as: /p, m, w, b, f, v, θ, ð, t, s, n, l, d, z, ʃ, tʃ, r, ʒ, dʒ, j, k, ŋ, g, h/.¹⁸

2. Suprasegmental Features

Based on the name, these features are speech features that generally adjust to groups of phonemes. The important features of suprasegmental in

¹⁸*Ibid*, p.10-29.

English sounds are intonation, stress, and how the English words connected each other.¹⁹

a. Intonation

Intonation discussed about the manner of voice in pitch that when the speaker is speaking, it becomes going up and down. It is sensitive aspect of English, yet the people mostly do not realize. We have the own way to deliver our minds and allows us to understand minds of others.²⁰

b. Stress

Every sentence has the syllable which can identify, and there is one syllable in a word which will sound louder than other words. The syllable which has louder sound called stress syllable.²¹

c. Connected Speech

In normal conversation and utterance, connected speech sometimes occurs. It naturally appears to spoken language.²²

C. Triphthongs

In accordance to Gut's theory that triphthong is a thread of three vowels. It made by three vowel sounds in one syllable.²³ Another definition from Wells, triphthong is constituted a single vowel unit. There are two kinds of

¹⁹Gerald Kelly, *How to Teach Pronunciation* (England: Longman, 2001), p.3.

²⁰*Ibid*, p.86.

²¹*Ibid*, p.66.

²²*Ibid*, p. 108.

²³Ulrike Gut, *Introduction to English Phonetic and Phonology* (Berlin: Peter Lang, 2009), p.60.

triphthong. The first, it shaped by closing diphthong ending with /ɪ/ and second, shaped by closing diphthong ending with /ʊ/.²⁴

Roach defined that triphthong is a glide or movement from one vowel to a second vowel and then to a third, all produced quickly and without interruption. It means that triphthong is the three vowels that glide together. He added that the most complex vowel sound in English is triphthong. It can be slightly difficult to pronounce and really difficult to recognize. Triphthongs are composed of five closing diphthongs (ending ɪ or ending ʊ) with schwa /ə/ vowel added on the end.²⁵ They will be gotten:

- a. Triphthong /eɪə/, shaped by [eɪ] + [ə].
- b. Triphthong /aɪə/, shaped by [aɪ] + [ə].
- c. Triphthong /ɔɪə/, shaped by [ɔɪ] + [ə].
- d. Triphthong /əʊə/, shaped by [əʊ] + [ə].
- e. Triphthong /aʊə/, shaped by [aʊ] + [ə].

For foreign learners, the major cause of difficulty is that in English the extent of the vowel glide is very little except in very careful pronunciation. Because of this, the middle of three vowels of the triphthong (the ɪ or ʊ part) can barely be heard and the sound of resulting is difficult to distinguish from several of long vowels and diphthongs. For example, the word 'hour' begins

²⁴John Wells, *Triphthong, Anyone?* Retrieved from John Well's Phonetic Blog: <http://phonetic-blog.blogspot.com/2009/12/triphthongs-anyone.html>. On September 14th 2020.

²⁵Peter Roach, *Op. Cit.* p.18-19.

with a short vowel similar to /ɑ:/ long vowel, goes on to a movement towards the end close rounded area or /ʊ/, then ends with /ə/ schwa.

There is also the difficulty of whether the triphthong is felt to contain only one syllable or two syllables. The words such as “hour” /aʊə/ or “fire” /faɪə/ are felt to consist only of one syllable, whereas “slower” /sləʊə/ or “player” /pleɪə/ are more likely to hear as two syllables.²⁶ Here is the diagram to make it easier to remember:

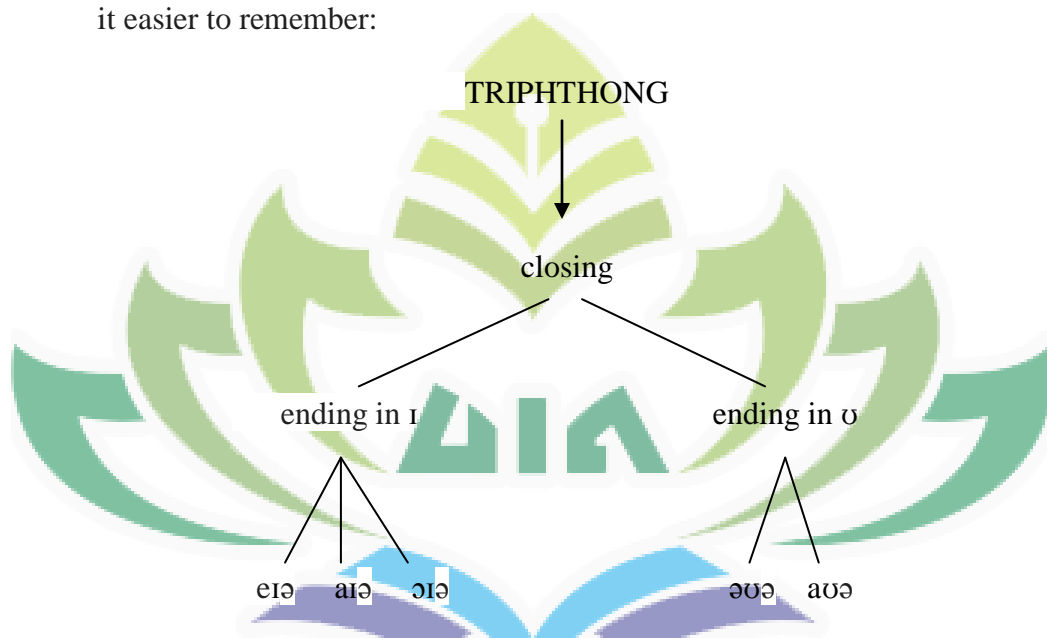


Figure 3. Triphthongs

From diagram above, the triphthong has closing diphthong that ending with /ɪ/ or ending with /ʊ/. Therefore, to help identify the triphthongs, several example words are given below:

eɪə “layer”, “player”

əʊə “mower”, “lower”

aɪə “fire”, “liar”

aʊə “hour”, “power”

ɔɪə “royal”, “loyal”

²⁶Peter Roach, *Op. Cit.* p.18-19.

Thus, it showed that triphthong is a combination of three vowel sounds that glide together in one syllable and ending with ə schwa. It is divided into five: /eɪə, aɪə, ɔɪə, əʊə, aʊə/.

D. Concept of Error Analysis

1. Definiton of Error Analysis

In learning process, the learners will always produce error in spoken or written form. Moreover, target language and language learner have the different system. Crystal elaborated that error analysis is a technique to identify, classify, and systematically interpret the unacceptable forms produced by someone who is learning a foreign language, using one of principles and procedures provided by linguistics.²⁷ In addition, Corder said that error analysis is a kind of comparative linguistic study, which comparing an interlanguage of the learner at a particular point in the time with the target language. Ideally it should be done on spontaneous speech sample.²⁸

Collocated with Brown's theory, errors can be observed, classified, and analyzed to reveal something from the system that operates in the learner causing a surge in learner error studies, called error analysis.²⁹ By the explanations above, it can be said that error analysis is a linguistic system

²⁷David Crystal. *A Dictionary of Linguistics and Phonetics* (2nd ed) (New York: Basil Blackwell, 1983), p.112.

²⁸S. P. Corder, *Introducing Applied Linguistics* (Harmondsworth: Penguin, 1973), p.270.

²⁹H. Douglas Brown, *Principle of Language Learning and Teaching* (4th ed) (San Fransisco: Addition Wesley Longman, 2000), p.259.

for identifying, classifying, and analyzing the wrong competence of the learners in learning a foreign language.

2. Distinction between Error and Mistake

In error analysis, understand about the distinction between error and mistake is very necessary. The theory provided by Erdogan, an error arises when the learners always use the wrong form and they are unable to correct their own faulty utterance.³⁰ It means the foreign language learners who make error are accustomed to say the wrong word or write something wrong, either consciously or unconsciously. Linked to James statement, the clearest classification of deviance usually takes place in tongue, or even fingers people on the keyboard. It can be implicit or explicit.³¹ In another explanation from Brown, error is real deviation from grammar of speaker, reflecting competency of the learners.³²

By contrast with error which occurs when deviation arises as a consequence of lack in knowledge, mistake occurs when slip of tongue already known by mistake maker. Corder stated that mistake is deviations due to some factors of performance such as pronunciation, spelling, memory limitation, emotional exhaustion, physical stress such as fatigue,

³⁰Vacide Erdogan, *Contribution of Error Analysis to Foreign Language Teaching* (Mersin University Journal of the Faculty of Education Vol 1, 2005).

³¹Carl James, *Error in Language Learning and Use: Exploring Error Analysis* (New York: Taylor & Francis, 1998), p.76.

³²H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed) (New York: Pearson Education, Inc., 2007), p.258.

physiological condition such as strong emotions, whereas error is deviations of language system that the learner makes.³³

Derived from definition above, really important to distinguish error and mistake to analyze the foreign language learners in exact perspective, because between them are different. Error arises from structure of learners since they have not fully mastered the rules of second language that they learned. Meanwhile, mistake occurs when slip of tongue already known by mistake maker.

E. Types of Error Taxonomy

James divided some types of error taxonomy become four classifications: linguistic category classification, the surface structure taxonomy, comparative taxonomy, and communicative effect taxonomy. But he is only concerned with descriptive taxonomy that commonly uses two error taxonomies, as follows:³⁴

1. Linguistic Category Classification

Linguistic category carries out error specifications in linguistic terms, where the error is located in the overall system of the target language based on linguistic item which is influenced by the error. First, it designates on which component of language that error is located. The components include phonology (pronunciation), grammar, graphology,

³³S. P. Corder, *Error Analysis and Interlanguage* (New York: Oxford University Press, 1981), p. 77.

³⁴Carl James, *Op. Cit.* p.104-106.

text, lexis or discourse. On the other hand, there is the specification of the linguistic categories. For example in grammar, the error can be located in verb, noun, adjective, preposition, adverb, conjunction, etc.

2. Surface Structure Taxonomy

Surface structure taxonomy is a system of classification depend on manners in which the learner's error is different from the expected target version. This taxonomy consists of four types such as omission, addition, misformation, and misordering.³⁵

In this research, surface structure taxonomy was used. Then, the errors were classified into omission, addition, misformation, and misordering.

F. Surface Structure Taxonomy

James argued that the version of learners' erroneous is different from the version of predicted target. This taxonomy in terms of 'the mode substitute structures are changed'. The learners can omit items that are needed or added items that are not necessary, they can misform the items or distort the correct form. Four types of surface strategy taxonomy namely omission, addition, misformation, misordering would be explained further.³⁶

³⁵Carl James, *Op. Cit.* p.104-106.

³⁶Carl James, *Op. Cit.* p. 106-110.

1. Omission

The learner can be said to make error of omission when she or he leaves out a necessary item that must appear in a good performing utterance. Like the example in a word or morpheme which is divided into two: content word (e.g. verb, adverb, noun, adjective) and grammatical word as well as verb inflection and noun (-s, -ing, -ed), the article (the, a, an), verb auxiliaries (am, is, are, can, must, will etc), preposition (in, at, on, etc). More advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort to compensatory strategies. It tends to affect function words rather than content words at least in the early stages such as in He'll pass his exam and I'll too.

2. Addition

Addition, that are the opposite of omission, are indicated by the presence of an item that should not have appeared in a good performing utterance. In general, it takes place in a learner's second language acquisition. Simple addition, double tagging and regularization are the types of addition errors that have been inspected in the utterance of both mother tongue and second language learner.

3. Misformation

Misformation errors are defined as the use of wrong form of a morpheme or structure. It consists of three types such as archiform (the selection of one part of a class to represent the others in the class), regularization (the words of runned, gooses, hitted, womans, that were given to exemplify

regularization as a overinclusion subtype), alternating forms (fairly free alternation of various class members from one another).

4. Misordering

Misordering, are the error which indicated by the misplacing morpheme in utterance. They appear systematically for both mother tongue and second language learning in acquired constructs. An example for misordering: He *every time* comes late home.³⁷

G. Causes of Error

Error occurs by some causes. Arranged by Ellis in Muflihah, causes of error are divided into three major causes.

1. Interference errors, take place as a result of using elements from one language while speaking target language.
2. Interlingual errors, reflect the characteristics of rule learning like incomplete application of rules, faulty generalization, and abortive attempt to learn the conditions under which rules still apply.
3. Developmental errors, occur when the learner tries to build up hypotheses about target language based on limited experience.³⁸

In relevance with Brown's theory that some causes may influence the error are interlingual transfer, intralingual transfer, context of learning, and communication strategy.³⁹

³⁷Carl James, *Op. Cit.* p. 106-110.

³⁸Muflihah Islamiyah, *Error Analysis on English Sound Produced By English Learners: The Influence of Transfer*, (Indonesia University of Education, 2012).

1. Interlingual Transfer

The first stage of learning a foreign language is characterized by many transfers in foreign language from the first language. The negative influence of learners' mother tongue can be the error.

2. Intralingual Transfer

Intralingual refers to the negative transfer within target language such as overgeneralization, and the target language rules do not complete yet.

3. Context of Learning

Context of learning occurs as the social situation, in the case of classroom with its material and its teacher, or untutored target language learning. In the classroom context, the textbook or the teacher can influence the learner to make incorrect generalization about language.

4. Communication Strategy

Communication strategy is the conscious of verbal or nonverbal mechanisms to communicate the minds when forms of linguistic are not available to the learners. The learners have a problem in saying what they are being said because of their lack of knowledge.⁴⁰

³⁹H. Douglas Brown, *Op. Cit.* p.263-266.

⁴⁰H. Douglas Brown, *Op. Cit.* p.263-266.

Another explanations from Harmer, he distinguished two causes of errors as follow:

1. L1 Interference

The learners who learn English as a foreign language surely have the mother tongue, and using that language everyday for communication. During learning English, there is often confusion that triggers errors. This can cause different sounds, or different grammar between first language and foreign language because they have different system.

2. Developmental Errors

Humans have language acquisition as a cognitive achievement. Developmental errors occur when the children are learning language first. Errors are the phenomenon of child language development and which is still continue until fully master.⁴¹

Based on the theories above, it can be assumed that error occurs by some causes. The most common causes of error are interlingual and intralingual. Interlingual occurs when the learners pronounced the English words like their mother tongue or first language. Whereas, intralingual occurs when the learners do not apply the target language rules and faulty generalization.

H. Relevance Studies

The first previous research from Fauzi on his journal “Error Analysis of Sundanese English Pronunciation on Fricatives Sound”. This research was

⁴¹*Ibid*, p.99.

aimed to find the errors made by Sundanese students of English Department in the year 2013 who already taken pronunciation class, in pronouncing fricative sounds. It used qualitative method, also analyzed the data through descriptive analyses technique. On the conclusion, error of omission and error of addition were found on vowels and consonants except the fricative sounds. While error of selection was occurred both on fricatives sound and the rest of sound. The researcher also found out that overgeneralization is one of causes why the Sundanese students made errors in their pronunciation.⁴² The differences between previous research and this research are this research analyzed the error on triphthong sounds in eighth semester of English Education Study Program UIN Raden Intan Lampung. Meanwhile, that previous research has been analyzed the error on fricatives sound of sundanese students of English Department.

The second previous research is from Rafael entitled “Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN”. In this research used descriptive qualitative research. Referring to the data analysis, the researcher counted that there are nine types of error pronunciation made by the sample. The first error was the sample substituted vowel /æ/ and six consonants /kj/, /tʃ/, /ʃ/, /ʒ/, and /dʒ/ to the Indonesian sounds. The second error, it was substituted several English vowels into Indonesian vowels. The third was word cognate’s cases. The

⁴²Fakhri Fauzi, *Error Analysis of Sundanese English Pronunciation on Fricatives Sound*, Vol. XX No. 1, (English Letters Department Syarif Hidayatullah State Islamic University Jakarta, 2014).

fourth was language interference. The fifth, samples was pronouncing the silent consonant /h/. The sixth error was omitting or deleting consonants which appeared at the end of several English words. The seventh was the sample pronounced /t/ the silent consonant in a “often” word. The eighth was adding /r/ consonant at word that does not required /r/. The last error was some samples seemed to generalize their pronunciation of past tense morpheme which is ended by /ed/ bound morpheme. Then, this research was founded that there were three causes of students’ pronunciation error made. The first was interference errors, the second was intra lingual errors and the last was developmental error.⁴³ The differences between previous research and this research are in phoneme, in the previous research analyzed the error on all the phonemes and this research focus analyzed the error on triphthong sounds.

The last previous research from by Riyani and Prayogo on their journal “An Analysis of Pronunciation Errors Made by Indonesian Singers in Malang in Singing English Songs”. This research found that there were 506 pronunciation errors out of 2,569 words or (19.69%) made by the Indonesian singers in singing English songs. It was explained that there were three kinds of pronunciation errors. First, there were 226 errors or (44.66%) in consonant pronunciation made by the singers. Second, it also found that there were 186 (36.76%) vowel errors, and the last were 94 or (18.58%) diphthong errors.

⁴³Agnes Maria Diana Rafael, *Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN* (Faculty of Education and Teacher Training Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, 2019).

This research was expected to be able to help Indonesian singers in Malang to improve their pronunciations, also to make this research as one of references in mastering the basic knowledge of phonology to the students and lecturers.⁴⁴ The differences between previous research and this research are this research analyzed the errors on triphthong sounds. While that previous research was analyzed pronunciation errors of the Indonesian singers in Malang in singing English songs.

From the explanations above, there are several differences in the previous research with this research. In the first previous research by Fauzi, he analyzed the error on fricatives sound by sundanese students. In the second previous research by Rafael, he analyzed pronunciation error made by first semester students of English Department STKIP CBN. In the third previous research by Riyani and Prayogo, they analyzed pronunciation errors of the Indonesian singers in Malang in singing English songs. Whereas in this research, the researcher analyzed the errors on triphthong sounds pronounced by the eighth semester of English Education Study Program UIN Raden Intan Lampung.

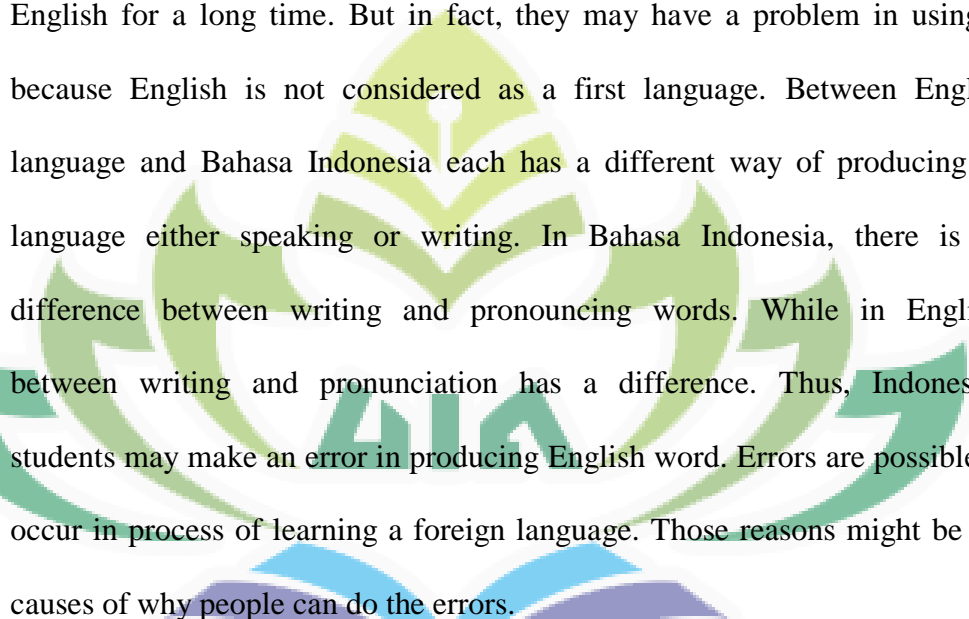
I. Conceptual Framework

Nowadays, English has been a significant foreign language in Indonesia. English language is a foreign language which is learned as a compulsory

⁴⁴Ivana Okta Riyani and Johannes Ananto Prayogo, *An Analysis of Pronunciation Errors Made by Indonesian Singers in Malang in Singing English Songs* (State University of Malang, 2013).

subject at schools. It is the language that is recognized as the most widely spoken language in the world. Hence from it, learning English becomes a necessity for everyone who realized the importance of language.

Learning a foreign language is different from learning a mother tongue. The students are supposed to master in communication using English language. Moreover, the students of English major in a university who are learning English for a long time. But in fact, they may have a problem in using it because English is not considered as a first language. Between English language and Bahasa Indonesia each has a different way of producing its language either speaking or writing. In Bahasa Indonesia, there is no difference between writing and pronouncing words. While in English, between writing and pronunciation has a difference. Thus, Indonesian students may make an error in producing English word. Errors are possible to occur in process of learning a foreign language. Those reasons might be the causes of why people can do the errors.



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